

ACADEMIC PROGRAM REVIEWS

Standards for Evaluating Graduate Degree Programs

In accordance with instructional evaluation guidelines promulgated by the Tennessee Higher Education Commission in 2000, each of the University's mature (approved for at least five years) graduate programs will be evaluated according to specified criteria. External evaluators' ratings of the criteria contained in this form will be used in allocating state funds for the University's instructional budget.

Evaluation for the Graduate Degree Program in: _____

For Degree Levels:
(check all that apply)

_____ Master's (e.g., MA, MS, MBA)
_____ Educational Specialist (i.e., EdS)
_____ Doctorate (e.g., DA, EdD, PhD)

Academic Program Review Date: _____

Instructions for External Reviewers: Using the criteria for evaluation of the graduate degree program(s) listed above, complete the 8 items under **Objective Standards**, which must be adjudged to be "Met" or "Not Met" and the 20 items under **Qualitative Standards**, which must be rated on a 4-point scale ranging from "poor" to "excellent" (or "NA" for items which are not applicable to this program).

External reviewers should indicate their agreement on one set of ratings by placing their signatures on the lines below:

This evaluation will become part of the record of the academic program review, and will be shared with the academic department, the college and central administration, as well as the Tennessee Higher Education Commission.

Reviewer's Name

Reviewer's Name

Reviewer's Signature

Reviewer's Signature

Reviewer's Institution

Reviewer's Institution

Date

Date

Please indicate with a check mark whether each of the following **Objective Standards** has been met or not met. Where two or more conditions correspond for a given standard, all such conditions must be fulfilled to meet the standard.

I. Objective Standards	Met	Not
	o	Met
A. Admission of Students		o
1. Admission standards are appropriate to the degree level.		
2. Admission standards are stated clearly and are circulated to all applicants. Inclusion in the institution's catalog is sufficient to fulfill this condition.		
3. Evidence exists that admission standards are consistently applied.		
4. There is appropriate orientation of new students.		
B. Supervision and Retention of Students	Met	Not
	o	Met
1. Retention standards are stated clearly and are circulated to all enrolled students. Inclusion in the institution's catalog is sufficient to fulfill this condition.		
2. Evidence exists that retention standards are consistently applied.		
3. Orientation, personalized instruction, advisement, and guidance are provided to enrolled students.		
4. Students' progress is periodically monitored.		
5. Time limits are appropriate for the degree level and are checked to ensure student's knowledge is up to date when the degree is awarded.		
C. Availability and Sophistication of Coursework	Met	Not
	o	Met
1. There is a core of planned coursework appropriate to the discipline.		
2. Courses are offered frequently enough to allow students to progress at a reasonable pace.		
3. There is provision for planned disciplinary specialization beyond the core.		
4. Courses are characterized by advanced disciplinary content and academic rigor.		
5. In master's programs, degree credit is given for dual-listed (undergraduate-graduate) courses in no more than 1/3 of total hours required.		
6. Sufficient distinction is made between coursework at the master's, educational specialist and/or doctoral levels.		
D. Methodologies and Techniques of Discipline	Met	Not
	o	Met
1. The program includes tools, techniques and methodology that are needed to understand the discipline, undertake research in the discipline, and actually practice the education acquired.		

E. Extra-disciplinary Experience		Met o	Not Met o
1. Some academic exposure outside the degree major or discipline should be available to students without increasing the total number of hours required for the degree. Among the elements that would constitute such exposure are related courses outside the major and internships or practice. In professional fields, students should be allowed courses outside their professional school.			
F. Comprehensive Examination		Met o	Not Met o
1. At or near the end of all coursework, students should be required to take a written or oral comprehensive examination demonstrating the breadth of knowledge in the discipline, depth in specific areas, and the ability to integrate what has been learned, or to complete a culminating experience that demonstrates communication skills and the ability to apply knowledge independently.			
2. A student's comprehensive written examination or culminating experience or the results of oral exams must be kept on file for a minimum of five (5) years.			
G. Research		Not Met o	Met o
1. Each student must demonstrate mastery of research in the discipline through thesis, dissertation, research papers, literature reviews, reports, or case studies.			
H. Communication		Met o	Not Met o
1. Each student must demonstrate the ability to communicate, both orally and in writing, in a manner and at a level appropriate to the degree and discipline. Explicit program components should be designed to provide opportunity for this demonstration.			

For each of the **Qualitative Standards** below, please provide a rating by checking the appropriate column:

NA = Not Applicable; **0** = Poor; **1** = Minimally Acceptable; **2** = Good; **3** = Excellent

II. Qualitative Standards

A. Student Experience

1. There is a critical mass of students to ensure an appropriate group of peers.
2. Prudence is exercised in the number and type of short courses accepted toward the degree.
3. Programs offered entirely through distance education technologies are evaluated regularly to assure outcomes at least equivalent to on-campus programs.
4. There are adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.
5. There are adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.

NA	0	1	2	3

B. Graduate Faculty Quality

1. Faculty hold terminal degrees in the appropriate discipline.
2. Faculty academic credentials correspond to the concentrations in which they teach.
3. Faculty scholarly activity is sufficient to serve as effective mentors for graduate students.
4. Faculty have sufficient practical/professional/academic experience to serve as effective mentors for graduate students.
5. Faculty have regular opportunities for professional development, including travel and participation in professional organizations, workshops and other learning activities.
6. Faculty teaching loads are consonant with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.

NA	0	1	2	3

C. Teaching/Learning Environment

1. There are ample materials and secretarial support to encourage research and publication.
2. There is adequate library support.
3. There is adequate and accessible computer support.
4. There are adequate lab facilities.
5. There is adequate office space.

NA	0	1	2	3

D. Program Evaluation

1. Follow-up data on graduating students are regularly and systematically collected.
2. The curriculum is evaluated periodically.
3. Evaluation of placement of graduates is regular and systematic.
4. Completion rates are at an acceptable level.

NA	0	1	2	3